

EDC

Curriculum and Instruction

EDC 317 INTRODUCTION TO INSTRUCTIONAL MEDIA. (1)

An introductory instructional media experience including basic production and utilization techniques for media materials and operation of commonly used educational media equipment. Topics include graphic preservation, transparency production, audio materials, motion pictures, 35mm photographic techniques, and an introduction to videotape television. Prereq: Admission to a Teacher Education Program.

EDC 322 ELEMENTARY PRACTICUM. (1-3)

Planned and supervised practicum in teaching elementary science, reading, social studies, and mathematics. Observation, selecting objectives and materials, questioning strategies, learning centers, instructional units, and assessment techniques will be emphasized. May be repeated to a maximum of three credits. Lecture, one hour; laboratory, six to twelve hours per week. Prereq: Admission to Early Elementary TEP. Concur: EDC 323, EDC 326, EDC 328, EDC 337, and EDC 339.

EDC 323 CLASSROOM MANAGEMENT AND DISCIPLINE. (3)

EDC 323 should be taken in conjunction with EDC 329. Prereq: Admission to Teacher Education Program.

EDC 326 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (3)

A study of methods and materials for teaching social studies at the elementary level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques for elementary social studies. Consideration will be given to addressing the individual needs of a diverse student population. Special emphasis is placed on instruction in grades K-4. Twenty hours of field experience are required in conjunction with EDC 322. Prereq: Admission to TEP and 15 hours of social sciences. Coreq: EDC 322.

EDC 328 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL. (3)

A critical analysis of a variety of objectives, instructional materials and evaluation techniques for teaching elementary school science, with a special emphasis on grades K-4. Consideration will be given to addressing the individual needs of a diverse student population. Twenty hours of field experience are required in conjunction with EDC 322. Prereq: Admission to TEP and 12 hours of science. Coreq: EDC 322.

EDC 329 TEACHING READING AND LANGUAGE ARTS. (3)

Development of competencies for the teaching of reading and other language arts to groups. Course will also provide an overview of the nature of reading and language arts development from grade K-8. Twenty hours of laboratory work in the schools are required. Prereq: Admission to Early Elementary Education TEP or Middle School TEP.

EDC 330 DESIGNING A READING AND LANGUAGE ARTS PROGRAM FOR THE MIDDLE SCHOOL. (3)

A study of materials and techniques useful in the diagnostic teaching of reading and other language arts with students in grades 5-8. The course will emphasize materials, techniques, and procedures which diagnose individual strengths and weaknesses, and prescriptive instruction based upon the diagnosis. Lecture, three hours; laboratory, one hour. Prereq: EDC 329 or consent of instructor; admission to the Teacher Education Program.

EDC 334 ORAL AND WRITTEN LANGUAGE DEVELOPMENT IN THE ELEMENTARY SCHOOL. (3)

A study of language differences, methods for teaching children with language differences, ways to integrate oral language instruction with the total curriculum, ways to enhance students' expressive writing abilities, and ways to teach grammar, spelling, and handwriting through functional and creative writing activities. Prereq: EDC 329 and admission to the elementary teacher education program.

EDC 337 TEACHING MATHEMATICS IN ELEMENTARY SCHOOLS. (3)

Fundamental concepts of numbers, their relationships, geometry and other mathematics topics for children of grades K-4. Emphasis on use of concrete materials and the development of language, appropriate learning experiences, computational skills, and problem-solving abilities. Prereq: Admission to TEP and MA 202. Coreq: EDC 322.

EDC 339 DESIGNING A READING AND LANGUAGE ARTS PROGRAM FOR THE ELEMENTARY SCHOOL. (3)

A study of materials and procedures for developing reading and language arts skills with elementary students, with an emphasis on grades K-4. Course will emphasize how to diagnose individual student skill strengths and weaknesses and build a prescriptive program based upon the diagnosis. Prereq: EDC 329; admission to the TEP or permission of instructor. Coreq: EDC 322.

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EDC 341 MIDDLE SCHOOL CURRICULUM AND INSTRUCTION. (3)

This course is designed to acquaint teachers of early adolescents with the rationale behind the middle school concept, and, in particular, the techniques of teaching as an individual and as a member of an interdisciplinary team. The development of generic teaching skills such as planning, implementing, managing, and evaluating learning programs is emphasized. Prereq: Admission to Teacher Education Program.

EDC 342 STUDENT TEACHING IN ART. (3-12)

Designed to give the student practical experience through observation, planning, teaching, and evaluating procedures. The student works with children on all grade levels under the guidance of the supervising teacher. Offered on a pass-fail basis only. Prereq: Admission to the Teacher Education Program or permission of instructor.

EDC 343 THE EARLY ADOLESCENT LEARNER: PRACTICUM. (3)

This course is designed to extend and apply knowledge of the social, emotional, intellectual, and physical characteristics of the early adolescent learner through observation and interaction in school settings. The course format will include a weekly seminar and a supervised field placement in a middle school setting. Lecture, one hour; laboratory, six hours per week. Prereq: Admission to Teacher Education Program.

EDC 345 TEACHING MATHEMATICS IN THE MIDDLE SCHOOL. (3)

A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population. Prereq: Admission to Teacher Education Program; 18 hours of undergraduate mathematics. Concur: EDC 330 and EDC 343.

EDC 346 TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL. (3)

A study of theoretical models and methodological strategies for teaching social studies at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques for middle school social studies. Consideration will be given to addressing the individual needs of a diverse student population. Prereq: Admission to TEP; completion of 24 hours in social studies. Concur: EDC 330 and EDC 343.

EDC 347 TEACHING ENGLISH AND COMMUNICATION IN THE MIDDLE SCHOOL. (3)

This course will explore various approaches to teaching English and communication in the middle school with special emphasis on the nature of language development. Prereq: Admission to the TEP and 24 hours in English/communication specialization. Concur: EDC 330 and 343.

EDC 348 TEACHING SCIENCE IN THE MIDDLE SCHOOL. (3)

A study of theoretical models and methodological strategies for teaching science at the middle school level. This course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques for middle school science. Special needs of individuals in a diverse middle school population are emphasized. Prereq: Admission to TEP and 24 hours of science. Concur: EDC 330 and 343.

EDC 349 STUDENT TEACHING IN THE MIDDLE SCHOOL. (3-12)

This course is designed to give the student experience teaching within a middle school setting. Weekly seminars will be held to discuss issues relevant to the student teacher's experience. Offered on a pass-fail basis only. Lecture, 1 hour; laboratory, 30 hours per week. Prereq: Must meet published college requirements for student teaching.

EDC 362 FIELD EXPERIENCES IN SECONDARY EDUCATION. (1-3)

Supervised experiences in schools, other education agencies, and the community. Required of all students receiving a bachelors degree in secondary education. Includes field trips, work in schools, and involvement in community projects.

EDC 377 STUDENT TEACHING IN MUSIC. (3-12)

A course planned for teachers who expect to become either instructors or supervisors of music in the public schools. Observation, teaching, work on research problems, and conferences with the supervising teacher included. Offered on a pass-fail basis only. Prereq: Admission to the Teacher Education Program or permission of instructor.

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EDC 421 SURVEY OF SECONDARY MATHEMATICS CURRICULUM. (3)

This course will examine the content of the mathematics curriculum of the secondary school and issues related to that curriculum. Students are expected to demonstrate competency in this content.

EDC 433 STUDENT TEACHING IN THE ELEMENTARY SCHOOL. (3-12)

A course designed to give the student experience with and practice in the program of an elementary school. Actual work with children in all learning situations is the basic part of the course. A required weekly seminar will include sessions on: beginning teacher internship, school law and students' rights, administrative organization, and professional development. Offered on a pass/fail basis only. Prereq: Must meet the published college requirements for student teaching.

EDC 501 TEACHING INTERNSHIP. (1-12)

Supervised practice teaching under competent leadership. Observation, instruction, independent study which parallels field experience, and conferences with supervising instructor included. This course is designed primarily for students in Allied Health Professions, Education, Library and Information Science, Home Economics, and Social Work. May be repeated to a maximum of 12 hours. Prereq: EDC 500 or permission of instructor.

EDC 509 COMPOSITION FOR TEACHERS. (3)

The basic studies helpful to teachers of composition. The teaching of grammar, punctuation, usage, etc., and of theme planning, correction, and revision. Students are required to do quite a bit of writing. (Same as ENG 509.)

EDC 513 TEACHING ENGLISH AS A SECOND LANGUAGE. (3)

The course will examine the current theories and methods of teaching English as a second language. The course will include (1) language learning theory as it relates to other disciplines; (2) methods and techniques of contrastive analysis. Prereq: One course in linguistics or consent of instructor. (Same as ENG/LIN 513.)

EDC 514 TESL MATERIALS AND METHODS. (3)

An extension of ENG/EDC 513, this course will include examination and evaluation of published materials designed for teaching English to speakers of other languages. Students will create individualized teaching materials and gain practical experience in applying the methods and using their own materials. Prereq: ENG/EDC 513 or consent of instructor. (Same as ENG/LIN 514.)

EDC 534 READING AND STUDY SKILLS IN ENGLISH. (3)

An introductory course for teachers of English. The emphasis is on developing competencies necessary for teaching reading and study strategies in the English and humanities curriculum, especially at the junior and senior high school levels. Lecture, three hours; laboratory, one hour. Prereq: Junior standing, admission to the TEP in English education, or consent of instructor.

EDC 543 VIDEO FOR DISTANCE EDUCATION AND MULTIMEDIA. (3)

A variety of video applications for distance education and multimedia are discussed. Classroom exercises and projects develop basic video skills and production experience needed for distance education course delivery and development and multimedia projects. Topics include instructional video research, video equipment, terminology and systems, and message design issues.

EDC 544 USE AND INTEGRATION OF INSTRUCTIONAL MEDIA. (3)

Students use a range of traditional, interactive, and emerging technological interventions in analog and digital formats. Students gain skill in the operation, production, and integration of basic media such as video, graphics, videodisk, and CD-ROM in a variety of instructional settings (training, exploratory learning, on-line databases, etc.). Students demonstrate skills via the composition and production of several media documents using available tools and resources.

EDC 547 INSTRUCTIONAL COMPUTING I. (3)

Students use instructional computing applications and understand the roles and uses of computers in instruction. Students select and use instructional computing hardware and software appropriate to instructional goals and settings. Students use electronic networks for instructional purposes. Students demonstrate skill using basic productivity software through structured assignments and collaborative projects.

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EDC 548 INSTRUCTIONAL COMPUTING II. (3)

Students develop skill in advanced aspects of the operation and use of the range of instructional technologies from desktop to distributed computing environments. Students use operating systems, learn network administration, do technology planning, and work with basic authoring tools. Skill is demonstrated through a series of projects including development of a technology plan for a specified work setting and authorship of a prototype program. Prereq: EDC 547 or consent of instructor.

EDC 550 EDUCATION IN A CULTURALLY DIVERSE SOCIETY. (3)

This course assists future educators in developing strategies to create an equitable teaching/learning environment where all students are validated, stimulated, and nurtured. Course participants explore the rationale for their current belief systems and perceptions of other cultures; investigate how and why their personal attitudes, behaviors, and expectations affect the academic and social development of children and youth, and examine contemporary educational issues. (Same as AAS 550.)

EDC 554 CULTURE, EDUCATION AND TEACHING ABROAD. (3)

Introduction to theory and practice of intercultural communication, cross-cultural (especially international experience), and teaching with a global perspective, plus an opportunity for country-specific research. Required for those wishing to student teach overseas. (Same as EPE 554.)

EDC 565 MODERN EDUCATIONAL PROBLEMS. (GENERAL CURRICULUM). (3)

EDC 575, 576 MODERN EDUCATIONAL PROBLEMS. (UNCLASSIFIED). (3 ea.)

EDC 580 INTRODUCTION TO GIFTED EDUCATION. (3)

This course reviews the historical development of and the theoretical and empirical support for differentiated educational programs for gifted and talented children. Specific issues addressed include defining and identifying giftedness, teacher competencies and training, providing differentiated curricula and program evaluation. (Same as EDP 580.)

EDC 601 THEORIES, PERSPECTIVES, TRENDS AND ISSUES IN MULTICULTURAL EDUCATION. (3)

This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings. Prereq: Graduate standing, EDP 557 or consent of instructor. (Same as AAS 601.)

EDC 602 CURRICULA AND PROGRAMMING FOR THE GIFTED. (3)

Students in this course will examine and evaluate curricular models appropriate of gifted students, and will consider methods for adapting existing curricula to meet the needs of gifted students. The design, implementation and evaluation of program delivery models will be discussed. Prereq: EDC/EDP 580 and teacher certification, or consent of instructor.

EDC 605 DISTANCE LEARNING RESEARCH AND DESIGN. (3)

Study of the design and development of distributed learning systems in education and training. Topics include: foundations of distance education, distance learning research, and the design and development of e-learning courses and workshops. Student involvement in the design of an e-learning course or workshop will be emphasized.

EDC 607 INSTRUCTIONAL DESIGN I. (3)

Introduction to the instructional design process from needs assessment and goal definition through evaluation. Each student will design prototype instructional materials based on an instructional design model and/or procedures. The course will also introduce students to the field of instructional design and technology.

EDC 608 INSTRUCTIONAL DESIGN II. (3)

Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design. Prereq: EDC 607 or consent of instructor.

EDC 609 INTERACTIVE MULTIMEDIA RESEARCH AND DESIGN. (3)

Students integrate theory and practice in the design of interactive multimedia for instruction. Students use a wide range of interactive technology and critique existing interactive programs. Research findings in the interdisciplinary field of human-computer interaction and interactive learning concepts are applied to interface design problems. Students design, develop and evaluate a prototype interactive program. Prereq: EDC 544, EDC 547 or consent of instructor.

***EDC 610 DISCIPLINE AND CLASSROOM MANAGEMENT. (3)**

The course is designed to examine the causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The course content is designed around two approaches: (1) identifying prevalent problems and exploring specific solutions to them; (2) presenting selected strategies and applying them to a variety of problems. In both cases, alternatives are considered in the light of relevant theory, law, research and experience. Prereq: Teacher certification and EDP 203.

EDC 611 AUTHORING APPLICATIONS FOR TECHNOLOGY-BASED INSTRUCTION. (3)

Focuses on individual and collaborative authoring applications for technology based instructional materials. Topics include linear and non-linear information structures, instructional message design, compositional issues related to audience focus, information density, language control, and organization, and prototype production with industry standard authoring software. Prereq: EDC 547 and EDC 607 or consent of instructor.

EDC 612 INSTRUCTIONAL DESIGN AND TECHNOLOGY FOUNDATIONS. (3)

Provides an in-depth survey of the field of instructional design and technology. Topics covered include the history of instructional design and technology, critical issues, current trends and future prospects for the field, instructional development, research, certification, and professional development.

EDC 615 ADVANCED INSTRUCTIONAL APPLICATIONS FOR THE EARLY ADOLESCENT LEARNER. (3)

This course for middle school teachers examines the complex nature of the 10 to 14 year old student. Analysis of recent research-based effective instructional strategies to meet the needs, interests, and characteristics of these students will be included. Prereq: Teacher Certification or consent of instructor.

EDC 616 THE MIDDLE SCHOOL. (3)

The purpose of this course is to provide middle school teachers with an in-depth analysis of the characteristics of effective middle school facilities. An examination of current curricular models, issues, trends, and exemplary middle schools will comprise the primary focus of this course. Prereq: EDC 615 or consent of instructor.

EDC 618 ADVANCED STUDY IN THE TEACHING OF READING. (3)

An advanced course for classroom teachers which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. Prereq: EDC 330 or 339 or 533 or equivalent.

EDC 619 ASSESSMENT OF READING GROWTH AND DEVELOPMENT. (3)

Clinical techniques for the diagnosis of reading disabilities. A course designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom application of the techniques is discussed. Lecture, two hours; laboratory, two hours. Prereq: EDC 330 or 533, or 534 or consent of instructor.

EDC 620 DESIGN AND IMPLEMENTATION OF READING INSTRUCTION. (3)

Clinical techniques used in the remediation of reading problems. A course designed to develop individualized procedures related to diagnosis. Classroom application of the instructional procedures is discussed. Lecture, two hours; laboratory, two hours. Prereq: EDC 619, or consent of instructor.

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EDC 621 LINGUISTIC AND COGNITIVE FOUNDATIONS OF READING IN EARLY CHILDHOOD. (3)

A study of reading as a language-based process with an emphasis upon developing observational skills to assess the child's growth in oracy and literacy skills and upon designing a language learning environment to meet these needs. Prereq: EDC 339 or permission of instructor.

EDC 631 MATHEMATICS PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)

Through campus and school-based experiences, students will learn how to engage young people in learning mathematics and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 632 SOCIAL STUDIES PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)

Through campus and school-based experiences, students will learn how to engage young people in learning social studies and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 633 BUSINESS PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)

Through campus and school-based experiences, students will learn how to engage young people in learning business and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 634 SCIENCE PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)

Through campus and school-based experiences, students will learn how to engage young people in learning science and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 635 ENGLISH PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)

Through campus and school-based experiences, students will learn how to engage young people in learning English and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 636 METHODS OF TEACHING FOREIGN LANGUAGE, K-12. (3)

The course provides training in teaching and managing instruction in second languages, modern and classical, grades K-12. It anticipates and integrates the objectives, content, and performance outcomes of the Field Experiences course and the Student Teaching experience. Topics include: the history and issues of foreign language education in the United States; current trends and research in language acquisition, learning, and teaching; proficiency-based models of instruction and assessment compatible with national standards and the Kentucky Education Reform framework; selection and development of instructional materials; the integration of technology; curriculum development; school reform, peer assistance, and advocacy. Prereq: Admission to the M.A./M.S. or Kentucky State Teacher Certification in Foreign Languages or in English as a Second Language.

EDC 641 RESEARCH AND THEORY IN TEACHING READING IN THE ELEMENTARY SCHOOL. (3)

A systematic study of the research and theory and their application to the teaching of reading in the elementary school. Attention will be given to new developments in the field. Prereq: EDC 330 or consent of instructor.

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EDC 642 RESEARCH AND THEORY IN TEACHING LANGUAGE ARTS. (3)

A systematic study of research and theory in oral and written language acquisition and the implications of this knowledge for facilitating the development of listening, speaking and writing in classroom settings. The interrelationships among all of the language arts (reading, writing, listening and speaking) will be stressed. Prereq: EDC 330, or 553, or 534, or consent of instructor.

EDC 670 ADVANCED STUDY IN THE TEACHING OF ELEMENTARY SCHOOL MATHEMATICS. (3)

New developments in modern elementary mathematics for teachers in the elementary schools will be reviewed. Special emphasis will be given to a study of new teaching methods, application of published research, techniques and trends in mathematics in the elementary school. Prereq: Graduate standing.

EDC 676 PRACTICUM IN GIFTED EDUCATION. (3)

Supervised experience in the instruction of gifted children. Requires placement in an approved program designed for serving gifted children plus participation in a weekly supervisory seminar. Lecture, two hours; laboratory, nine hours per week. Prereq: EDP 580, EDC 602, EDP 612 or consent of instructor. (Same as EDP 676.)

EDC 701 HISTORY OF MATHEMATICS EDUCATION. (3)

A study of mathematics education from early 19th century America to the present focusing on forces that connected mathematics, psychology, psychometrics, sociology, and technology. Prereq: EPE 651 or permission of the instructor.

EDC 702 THEORETICAL FOUNDATIONS OF MATHEMATICS EDUCATION. (3)

A survey of constructivism, cognitive science, and sociological and anthropological perspectives as fundamental theories for mathematical learning, and an overview of research context where these theories guide inquiries. Prereq: EDP 610 (Theories of Learning) or consent of instructor. Many concepts and theories in EDC 702 are related to learning theories. Past students felt better prepared for EDC 702 after taking EDP 610.

EDC 703 ADVANCED RESEARCH IN MATHEMATICS EDUCATION. (3)

An advanced seminar focusing on current critical research issues in mathematics education, the way research impacts education policies and practices, various methodological pursuits of researchers, and theory building.

EDC 709 SOCIAL DESIGN OF INTERACTIVE SYSTEMS. (3)

The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning groups that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required course work. Prereq: EDC 608, EDC 612, or consent of instructor.

EDC 710 ADVANCED TOPICS IN INSTRUCTIONAL DESIGN. (3)

An identification and analysis of current theories and programs of research in instructional systems design. Students will develop the skills necessary to conduct and write a scholarly literature review and identify potential areas and questions needing further study. Prereq: EDC 608, EDP 610, EDC 612, or consent of instructor.

EDC 712 THE ELEMENTARY SCHOOL. (3)

Recent research and modern trends in teaching the skills and content subjects in the elementary school. Planned for supervisors, superintendents, principals, and teachers for better understanding of a modern elementary school.

EDC 714 THE SECONDARY SCHOOL. (3)

A course designed to acquaint the secondary teacher and the administrator with the nature and function of the secondary school.

EDC 724 GUIDING AND ANALYZING EFFECTIVE TEACHING. (3)

A course designed for educators who are preparing to supervise teachers and who wish to analyze their own practice. Research, policies, and trends are examined and practices analyzed in the context of how to promote effective teaching. Principles apply to elementary and secondary education.

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EDC 726 CURRICULUM INQUIRY MIXED METHODS FOR RESEARCH. (3)

A mixed methodology conceptual framework is used to examine various approaches for designing, implementing and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological and ethical issues involved in action research, classroom discourse analyses and mixed methods curriculum inquiry. Prereq: EDA 651, EPE 621 and EPE 663 or permission of instructor.

EDC 730 PROBLEMS OF THE SCHOOL CURRICULUM. (3)

Problems in the field of the school curriculum and in the preparation of instructional materials. Students enrolling in this course are required to leave on file with the College of Education a complete report of each problem studied. May be repeated once for a maximum of six credits.

EDC 732 PRINCIPLES OF CURRICULUM CONSTRUCTION. (3)

Study of basic principles of curriculum development. Relationship of social and psychological factors to curriculum change. Survey of current approaches to curriculum organization. Considerations of means of curriculum development in the instructional systems.

EDC 740 PRACTICUM IN TEACHING READING AND RELATED LANGUAGE ARTS. (3)

Supervised practicum in analyzing problems in reading and related language arts and providing remedial work. Requires six hours per week in practicum with individual children or groups, plus two hours per week in seminar. May be repeated to a maximum of six credits. Prereq: EDC 619, 620.

EDC 746 SUBJECT AREA INSTRUCTION IN THE SECONDARY SCHOOL. (0-9)

Students will teach in their subject areas in the schools full-time, meet regularly to discuss teaching effectiveness and strategies for improvement and develop their professional portfolios. May be repeated to a maximum of nine credits. Lecture, 3-9 hours; laboratory, 6-18 hours per week. Prereq: The appropriate methods course in the subject area (EDC 631, 632, 633, 634 or 635). Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

EDC 748 MASTER'S THESIS RESEARCH. (0)

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

EDC 749 DISSERTATION RESEARCH. (0)

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.

EDC 750 INTERNSHIP IN INSTRUCTIONAL SYSTEMS DESIGN. (3)

Students will apply their knowledge of instructional systems design in a real-life setting. The work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the internship coordinator. May be repeated to a maximum of nine credits. Prereq: Consent of program coordinator.

EDC 755 INSTRUCTIONAL SYSTEMS DESIGN RESEARCH COLLOQUIUM. (1)

Students and faculty will discuss current research and related issues in instructional systems design. May be repeated to a maximum of two credits. Prereq or concur: EDC 547 and EDC 608.

EDC 767 DISSERTATION RESIDENCY CREDIT. (2)

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

EDC 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)

May be repeated to a maximum of 12 hours.

EDC 769 RESIDENCE CREDIT FOR THE DOCTOR'S DEGREE. (0-12)

May be repeated indefinitely.

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EDC 777 SEMINAR IN CURRICULUM AND INSTRUCTION (Subtitle required). (1-3)

A critical analysis of recently developed materials and techniques in curriculum and instruction for precollege education. Includes analysis of evaluative research related to new materials and techniques. May be repeated to a maximum of nine credits. Prereq: Consent of instructor.

EDC 781 INDEPENDENT STUDY IN CURRICULUM AND INSTRUCTION. (1-3)

An independent study course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. Prereq: Consent of the Director of Graduate Studies.

EDC 791 RESEARCH PROBLEMS IN CURRICULUM AND INSTRUCTION. (1-3)

A research problems course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. Prereq: Consent of the Director of Graduate Studies.